DOCUMENT RESUME

ED 258 723 PS 015 224

AUTHOR Neely, Elaine M.
TITLE An Annotated Bibliography Concerning Children of Divorce: Meeting Their Needs in the Elementary Classroom.
PUB DATE Apr 85
NOTE 45p.; Exit Project, Indiana University at South Bend.
PUB TYPE Reference Materials - Bibliographies (131) -- Information Analyses (070)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Achievement; Annotated Bibliographies; Bibliotherapy; *Classroom Techniques; *Divorce; Elementary Education; Glossaries; Literature Reviews; Parent Teacher Cooperation; *Self Concept; *Student Behavior; Teacher Attitudes; *Teacher Role

ABSTRACT

Entries in this annotated bibliography are divided into three sections: (1) an overview of information about the effect of divorce on the parent and child; (2) a review of studies and literature pertaining to the impact of divorce on elementary school students; and (3) a review of literature suggesting guidelines, activities, and techniques for teachers to use in helping the child of divorce adjust. The second section focuses on literature concerning the effects of divorce on self-concept, behavior, and academic achievement. The third section addresses the importance of teacher attitudes and teacher-parent relationships. The bibliography provides a glossary of terms, a summary, conclusions, and recommendations. A list of fiction, nonfiction, and picture books for use in bibliotherapy with children of preschool, elementary, and middle school age is appended. (RH)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED258723

# AN ANNOTATED BIBLIOGRAPHY CONCERNING CHILDREN OF DIVORCE: MEETING THEIR NEEDS IN THE ELEMENTARY CLASSROOM

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

[X] This document has been reproduced as received from the person or organization originating it.

[ ] Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

by

ELAINE M. NEELY

Study Directed

by

Charles R. DuVall, Ph.D.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Elaine M. Neely

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Submitted in partial fulfillment of the requirements
for the course E591--Exit Project
Indiana University at South Bend
April, 1985

PS 015224

TABLE OF CONTENTS


| | Page |
|---|---|
| INTRODUCTION. . . . . | 1 |
| Statement of the Problem. . . . . | 3 |
| Purpose of the Study. . . . . | 3 |
| Organization. . . . . | 3 |
| Limitations . . . . . | 4 |
| Glossary. . . . . | 5 |
| ANNOTATIONS | |
| Overview of Divorce: Parent and Child. . . . . | 7 |
| Divorce Process . . . . . | 7 |
| Common Problems . . . . . | 8 |
| Studies and Literature Conducted Concerning Children of Divorce . | 10 |
| Impact of Divorce as Related to Self-Concept. . . . . | 10 |
| Impact of Divorce as Related to Behaviors and Academic Achievement . . . . . | 13 |
| Teacher's Role in Meeting the Needs of the Children of Divorce. . | 19 |
| Teacher Attitudes and Perceptions . . . . . | 19 |
| Tips and Guidelines . . . . . | 21 |
| Activities and Techniques . . . . . | 23 |
| Teacher-Parent Relationship . . . . . | 24 |
| Summary, Conclusions and Recommendations. . . . . | 25 |
| Summary . . . . . | 25 |
| Conclusions . . . . . | 31 |
| Recommendations . . . . . | 34 |
| Bibliography. . . . . | 35 |
| Appendix. . . . . | 39 |
| Background. . . . . | 42 |

# INTRODUCTION

> For better or worse, divorce continues to split families at an alarming rate. The number of children involved in divorce has tripled in the last twenty years. ...divorce can be even more traumatic than death. 'The big difference is, death has closure, it's over,' says Grollman, who performs divorce ceremonies for families. 'With divorce, it's never over.' (Francke, et al., 1980, p. 63)

A teacher in today's complex society must take an honest look at the familiar "Norman Rockwell" household with the father working fulltime and the mother as a housewife, staying at home with the children. What this scene depicts is now past history in our present day (Whitfield and Freeland, 1981).

The picture of today's family scene would depict quite the opposite of the typical Rockwell scene. According to Ourth and Zakariya (1982) only seven percent of the American families today would fit into the Rockwell scene. Statistics reported by Skeen and McKenry (1983) pointed out that four out of ten marriages ended in divorce. Fifty percent of all divorces took place sometime in the first seven years of marriage; therefore the children involved were quite young. Twenty percent of the elementary school children came from divorced or separating parents. The Census Bureau reported that, according to the 1982 census, 12 million American children, one out of every five, lived with a single parent. Only ten percent of those children lived with their fathers, while ninety percent resided with their mothers (Allers, 1982-83).

Allers (1980) stated that children of divorce experience stress from major external changes in the family structure. These changes cause internal turmoil in the children. Some of the feelings, according to Allers (1980), are guilt, anger, and loneliness. Some of the changes which cause these feelings are: lower income, less parental supervision and more babysitters, lack of understanding about the divorce, and inability of parents and children to express feelings about the divorce (Allers, 1980). A great amount of stress, regardless of it's cause will most likely result in behavioral problems and affect the ability of the children of divorce (Allers, 1980). The teacher needs to be alert to the feelings and negative behaviors erupting from the child.

Since the child often has excessive amounts of stress and possible negative behaviors when adjusting to the crisis that divorce brings, Cook and McBride (1982) contend: "The school environment is a natural setting in which young people experiencing loss can begin to share responses and develop ways of coping with this crisis in their lives." (p.93)

Divorce is one of the social problems that the schools need to cope with today that is not directly related to educating the young. Since forty-five percent of the children born in any year will live in one-parent families sometime before they are 18, educators cannot ignore the problem of divorce and it's effects on the children (Gough, 1980).

## STATEMENT OF THE PROBLEM

Increasing numbers of children are coming into the elementary classroom exhibiting inappropriate behaviors attributed to the disruption of divorce. Some of these children may require special help in the classroom. Since the teacher spends more time with the students than other adults outside the family, teachers can be influential in helping these students of divorced parents through the adjustment period (Skeen and McKenry, 1983).

## PURPOSE OF THE STUDY

It was the purpose of this study to review research studies and literature regarding the impact of divorce as it affected children's behaviors and abilities in the classroom. It was hoped that viable activities, techniques, and guidelines would be presented to enable the elementary teacher to recognize and meet the needs of students who were adjusting to parental divorce.

## ORGANIZATION OF THE STUDY

This study was organized into three sections. The first section presented an overview of divorce as it related to the parent and child. Section two reviewed studies and literature pertaining to the impact of divorce upon elementary-aged children. Self-concept, behavior, and academic achievement were discussed as areas affected by the impact of divorce. Section three was a review of literature which suggested tips, guidelines, activities and techniques that the teacher could use in the classroom to aid the

child of divorce in making a positive adjustment. Section three also addressed the importance of teacher attitudes and teacher-parent relationships.

## LIMITATION OF THE STUDY

The single-parent family, as discussed in this study, was limited to divorced or separated parents with the mother presiding as head of the household. This was due to the fact that so few fathers presided as head of the single-parent family, and there was limited research directed toward the family with the father as the head of the household (Allers 1982-83 and Hetherington).

There was insufficient research available as to the role that the school played in helping the child adjust to divorce. Few strategies were offered for the teacher in assisting the child of divorce. However, since the child spends the majority of his/her time at school, it was inferred that the school was an emotional support to help dispel the negative impact of divorce for the child. The assistance that the teacher could give was directed in this paper toward that end (Skeen and McKenry).

GLOSSARY

concordance -- (see coefficient, correlation)-- "a pure number varying usually from +1 through 0 to -1, that denotes the degree of relationships existing between 2 (or more) series of observations." (Good, 1973:111)

coping -- "coping is a series of overt and covert behaviors used by a person in response to a perceived description in the lifespace aimed at stablizing the lifespace." (Luepnitz, 1979:82)

family process -- "...whether the family is deemed to be 'happy or unhappy'." (Parish and Nunn, 1981:106)

family structure -- "...intact, single-parent, reconstituted..." (Raschke and Raschke, 1979:367)

IDEA -- "Institute for the Development of Educational Activities." (NAESP Report, 1980:32)

latch key -- children who come home from school and are alone regardless of whether they have one or two parents. (Allers, 1982-83:69)

latency -- "a stage in personality development that begins for some children as early as 5 years of age lasting until puberty, in which children focus on the development of social skills and personal interaction." (Bourne and Ekstrand, 1979:294)

Lifshitz model -- "one's sense of identity, or self-concept, develops as a result of a series of successive comparisons

and contrasts between self, father and mother. If one parent is absent, however, then Lifshitz proposes that the child should gravitate toward the remaining parent who continues to care for him/her and away from the absent parent." (Parish and Dostal, 1980:35)

NAESP -- "National Association of Elementary School Principals." (Brown, 1980:538)

self-concept -- "the individual's perception of himself as a person which includes his abilities, appearance, performance in his job, and other phases of daily living." (Good, 1973:524)

self-esteem -- "the judgement and attitude an individual holds toward himself." (Good, 1973:525)

single-parent family -- due to divorce, separation, death, not marrying. (Allers, 1982-83:68)

## ANNOTATIONS

### OVERVIEW OF DIVORCE: PARENT AND CHILD DIVORCE PROCESS

Flosi, James V., "Ministry to Tangled Lives," Momentum, October, 1980, 11:30-33.

According to the author, by 1990, one-third of the student population would have divorced parents. With that statistic in mind, Flosi stressed in his article that understanding the divorce process for the parent and child was important for the educator. The divorce process, according to the author, had the following phases: (1) erosion of affection phase, one person wanted out of the marriage, (2) loss of attachment phase, marriage was publicly broken, (3) change of identity phase, most stressful phase, marriage was dissolved, (4) transitional phase, mentally accepted being single, (5) recovery phase, accepted by others as a single person, and (6) reorganizational phase, adjustment to new life-style. While the adults were going through the divorcing process, the writer stressed that the children also experienced similar reactions to parental phases: guilt, anxiety, insecurity, sadness, grief and anger.

Hrymak, Marilyn J., and Smart, Laura S., "Helping Elementary Teachers Understand Children and Divorce," Illinois Teacher, March/April, 1984, 27:135-137.

As a requirement for the completion of a degree in marriage and family relations, the writers developed a workshop to help the classroom teacher understand children and divorce. The authors stated that change in the family structure caused a disruption in the child's life. The authors cited Bohannon, regarding the divorce process which adults experienced: (1) the emotional stage, the couple experienced grieving which culminated in feelings of denial, anger, depression and revenge, (2) the legal stage, that of custody rights issues which lead to anger and revenge, (3) the economic stage, the family suffered adjustment in income which caused a move to a lower economic level, (4) the co-parental stage, visitation rights and parental responsibility for raising the children, (5) the community adjustment stage, adult adjustment to being a single person and change in relationships with friends, and (6) the psychic stage, change of identity, each established their own identity. The writers stressed that teachers needed to be informed about the divorce process as it affected parents, to better understand the behavior of the children during the disruption period.

## COMMON PROBLEMS

Francke, Linda Bird, et al., "The Children of Divorce," Newsweek, February 11, 1980, 95:58-63.

Francke, et al., discussed the problems which created stress in children of divorce: (1) felt a sense of loss, (2) were vulnerable to forces beyond their control, (3) had conflict of loyalties, (4) changed life-style due to lower income, (5) moved to new locations, (6) were torn by custody battles, (7) experienced neglect from parents, (8) were kidnapped, and (9) had frustration over parents' new sexual mates and stepparents. The writers also reviewed the reactions that the children of divorce experienced. The children from ages six to eight tended to have a fear of abandonment, guilt and took on responsibility for the break-up. The children from ages eight to twelve felt angry toward the parent who had caused the divorce. Francke cited Sohnit, director of Yale Child Study Center in New Haven, who said, "Divorce is one of the most serious and complex mental health crises facing children of the '80's." (p.58)

Allers, Robert D., "Children from Single-Parent Homes," Today's Education, 1982-83 Annual, 71:68-70.

Allers stated that children of divorce seldom developed problems from the divorce itself, but that stress and problems most often came as the result of conditions before and after the divorce. Allers identified the following causes of stress for the child and parent: (1) arguments and fighting among the family members, (2) due to the single-parent family, income decreases which causes a change in living standards, (3) change of life-style, change in schools, and new peer group, (4) child being unsupervised due to parent working, (5) fear of being left alone, (6) loneliness due to parental loss and aloofness, and (7) incomplete information about the divorce. Allers suggested several ways that teachers could assist these children through the stressful period: (1) watch for signs of stress, (2) be friendly, (3) meet the child's needs through proper programs, (4) have current information on the child, (5) use appropriate terminology, (6) set up conferences and activities to meet parent's time schedules, (7) provide in-service programs and support groups, and (8) provide after-school activities for latchkey children.

Hetherington, Mavis E., "Divorce: A Child's Perspective," American Psychologist, October, 1979, 34:851-857.

Hetherington presented an overview of the divorce process as experienced by the child. The author stated that divorce was not to be viewed as a single event involving a child's life but rather series of experiences which caused change in the child's life. Hetherington stated several changes which children of divorce experienced when the family structure became altered: (1) loss of income, which caused a lower standard of living for the family, (2) possible relocation that involved loss of peers, neighbors, and familiar educational facilities, (3) less parental attention, (4) quarreling between parents, which caused the children to have a conflict of loyalties, (5) confusion of role models due to absence of father, and (6) breakdown of the communication system due to emotional trauma. Hetherington contended that it was better for a child to live in a stable home in which the parents were divorced than in an intact home ridden with conflict. Divorce was offered as a possible positive solution for conflict ridden home situations. The author further contended that many children found divorce to be a difficult experience which placed them in a high risk situation.

## STUDIES CONDUCTED CONCERNING CHILDREN OF DIVORCE
## IMPACT OF DIVORCE AS RELATED TO SELF-CONCEPT

Berg, Berthold, and Kelly, Robert, "The Measured Self-Esteem of Children from Broken, Rejected and Accepted Families," Journal of Divorce, Summer, 1979, 2:363-369.

Clinical findings suggested that emotional and attitudinal problems led to lower self-concepts in children of divorce. Berg and Kelly tested the above assumption whereby they conducted a study which investigated self-esteem levels in three groups of children: from divorced families, from intact rejected families, and from happy and intact families. Fifty-seven Ohio urban and rural students were used, ranging from nine to fifteen years of age. Measurement instruments used were the Piers-Harris Children's Self-Concept Scale, the Family Acceptance Scale, and the Defensiveness Scale. The findings, which were contrary to other similar clinical studies, showed that the measured self-esteem for the children of divorce was no different than the self-esteem of children from happy intact families. The children from the intact rejected families measured lower in self-esteem levels than either of the other two groups. It was suggested by Berg and Kelly that family interactions before divorce were of major importance to a child's self-esteem.

Hammond, Janice M., "Children of Divorce: A Study of Self-Concept, Academic Achievement, and Attitudes," The Elementary School Journal, November, 1979, 80:55-61.

Since prior research of divorce had been limited to clinical settings, Hammond conducted this study in a normal school setting to ascertain what consequences divorce had upon the self-concepts, achievements, and attitudes in children of divorced parents. The study was performed in Michigan with 165 elementary school children who were divided into two groups: half from divorced parents and half from intact parents. For those students involved, teachers presented information of testing in math and reading achievement and completed the Walker Problem Behavior Identification Checklist. The Piers-Harris Self-Concept Scale was used to assess the attitudes of the students. Results showed that there were no differences in self-concept, math and reading achievement, immaturity, withdrawal, or peer relations between the two groups. The author suggested that teachers should understand that divorce does not necessarily cause behavioral and academic problems, and teachers should not assume that children from divorced homes have social adjustment and learning problems. Hammond also suggested that educators need to attend workshops in order to become more sensitive to the needs of children of divorce.

Raschke, Helen J., and Raschke, Vernon J., "Family Conflict and Children's Self-Concepts: A Comparison of Intact and Single-Parent Families," Journal of Marriage and the Family, May, 1979, 42:367-373.

The children's self-concepts were examined in this study in relationship to family structure and family conflict. The study was based on the hypotheses that family structure made no difference in the self-concepts of children, and that the greater the conflict in a family, the lower the self-concept in the child. The study was conducted with 289 third, sixth, and eighth grade students in a large southeastern city. The instruments used were a questionnaire along with the Piers-Harris Children's Self-Concept Scale. The findings supported the two hypotheses. The results showed that the children who lived in reconstituted, intact or single-parent families showed very little differences in self-concept scores, but the children who lived in families involved with a lot of family conflict showed lower self-concept scores. The writer contended that research on divorce and family structure was very contradictory and more research needed to be conducted.

Parish, Thomas S., and Dostal, Judy W., "Relationships Between Evaluations of Self and Parents by Children From Intact and Divorced Families," The Journal of Psychology, January, 1980, 104:35-38.

This study was conducted to examine the Lifshitz model. To test this model, the authors used children from intact and divorced families and studied the relationships that existed between the children's evaluations of self and parents. The results of the Personal Attribute Inventory for Children were used to determine what correlations existed between the two groups. The subjects were 639 fifth through eighth grade students from Kansas who were from divorced and intact families. The results supported the Lifshitz model; children coming from intact families had self-concepts that strongly correlated with the ratings they gave their real mothers and stepfathers, but not their real fathers. The writer contended that the reason children from divorced families quickly gravitated toward their real mothers and stepfathers was probably because of the need for the children to feel secure and stable.

Parish, Thomas S., "Concordance of Children's Descriptions of Themselves and Their Parents as a Function of Intact Versus Divorced Families, The Journal of Psychology, March, 1981, 107:199-201.

After his study with Dostal, Parish conducted another study which examined the Lifshitz model to see if "...the actual attributes checked in describing one's self were, in fact, the same as the attributes checked in describing either one's mother or one's father." (200) Six hundred and six grade-school students from eastern Kansas volunteered for the study. Each child filled out several copies of the Personal Attribute Inventory for Children. Out of 48 words, the children checked 15 words that were most like their mother, their father and themselves. The score was determined by observing which adjectives were and were not checked alike between the father and self and between the mother and self. Parish's findings supported Lifshitz's model. The results stated that the way students described themselves and their mothers, was in agreement regardless of the degree of family intactness. After divorce, the concordance scores for self and fathers dropped much lower than the scores for the intact families.

Parish, Thomas S., and Nunn, Gerald D., "Children's Self-Concepts and Evaluations of Parents as a Function of Family Structure and Process," The Journal of Psychology, January, 1981, 107:105-108.

This study assessed the correlations between children's concepts of themselves and their evaluations of their parents when father absence was due to death or divorce. The study also assessed the relationship of the child's concept and their view of the family as unhappy or happy. Subjects were 132 fifth through eighth grade students from Kansas, whose fathers had either died or were divorced. The Personal Attribute Inventory for Children was used from which students selected 15 descriptors out of 24 positive and 24 negative descriptors referring to self and parents. The results indicated that in unhappy and divorced families there were strong relationships between self-concepts and evaluations of the parents. In the happy and father absence by death situations, there were non-significant correlations. This study supported the hypothesis that the self-concepts of children and their evaluations of their parents were most significant when their families were unhappy and/or divorced; environments which often endangered children's needs and autonomy.

IMPACT OF DIVORCE AS RELATED TO BEHAVIORS AND ACADEMIC ACHIEVEMENT

Luepnitz, Deborah A., "Which Aspects of Divorce Affect Children?" The Family Coordinator, January, 1979, 28:79-85.

Luepnitz conducted a non-clinical study to gain insight into how children were affected before, during and after divorce and what coping strategies were used by these children. The subjects used for the study were college students whose parents had divorced before the children were 16 years old. The information was gathered via individual interviews lasting two hours. The study showed that fifty percent of the students felt that the pre-divorce stage was the most stressful, eight percent felt that the divorce itself was the most stressful stage, twenty-five percent felt that the post-divorce stage was the most stressful and sixteen percent reported no stress during any of the stages. The data concluded that it was difficult to say whether the actual divorce or the marital conflict caused the problems of the child. The author stated from the study that to handle stress, subjects used coping techniques such as: (1) somatic symptoms, (2) withdrawal, (3) intervention during parental fights, (4) fantasy, (5) alternate sources of gratification, (6) staying away from home when possible, and (7) relying on peer group for support. Luepnitz concluded from the study that divorce did cause stress in children and that children could be helped during the adjustment period with preventive intervention while parents were unable to assist.

Allers, Robert D., "Helping Children Understand Divorce," Today's Education, November-December, 1980, 69:26GE-29GE.

Allers stated that there were many children under stress in society as a result of the changes in family structure attributed to parental divorce. This stress, according to Allers, could affect children's behavior and ability to perform in the classroom. The writer identified several kinds of behaviors which were possible signs of stress: (1) absentmindedness, (2) nervousness, (3) weariness, (4) moodiness, (5) withdrawal, (6) declining grades, (7) acting out, (8) physical signs, and (9) no change in behavior. According to Allers, the teacher was the most likely person to aid the students in understanding divorce. The following ideas were suggested to help the students: (1) hold class discussions, (2) identify problems by looking for stress signs, (3) schedule parent conferences to discuss behavior of the child, (4) initiate teacher/child discussions about feelings of divorce, (5) help children express feelings, (6) make relevant literature available on divorce, (7) consult with professionals to assist the child, (8) arrange special programs, (9) seek out information concerning divorce, (10) make your interest known, and (11) understand the students and take extra time with them when necessary.

Kelly, Joan B., and Wallerstein, Judith S., "Children of Divorce," National Elementary Principal, October, 1979, 59:51-58.

This summary report was part of a five year longitudinal study that examined the most common feelings and concerns that elementary school-aged children experienced because of their divorced parents, the behavioral changes that were observed in school, and the role of the school for support. The study was conducted with 131 children from 60 middle class divorced parents living in California. Teacher-pupil interviews and observations were conducted. It was found that the most common feelings and concerns reported from the interviews were that most of the children were under stress, did not want divorce, were lonely and sad, had fears and anxieties, had fears of abandonment, and showed anger. The behavioral changes observed in school showed that two-thirds of the students were suffering in academic areas. Students daydreamed, were inattentive, could not concentrate, and were depressed. The authors stated, "There is no single response to divorce that can be observed in the classroom and, thus, no simple guidelines for recognizing divorce, related behavior and emotional change." (52) The authors concluded that the way a child responded to divorce depended upon the developmental stage of the child, the amount of conflict among family members, and the personality of the child.

Kelly, Joan B., and Wallerstein, Judith S., "The Effects of Parental Divorce: Experiences of the Child in Early Latency," American Journal of Orthopsychiatry, January, 1976a, 46:20-32.

The first part of a two part clinical study by Kelly and Wallerstein discussed the impact of divorce on the young child, seven to eight years of age, shortly after their parents were divorced. Twenty-six male and female children were chosen from a suburb in northern California. The children were seen at the Community Mental Health Center for four to six individual counseling sessions over a six week period. Although the experience relating to each child differed, common characteristics remained the same for the total group. Common behavior responses were: (1) intense sadness felt by the child, (2) fear of instability from change in family structure, (3) feeling of being deprived due to loss of one parent, (4) feeling responsibility for having caused the divorce, and (5) intense desire for reconciliation. At school, the teacher found that one-half of the children demonstrated the same behaviors as those noted by the interviewer. The behavior changes noted at school were: (1) crying, (2) withdrawal tendencies, (3) defensiveness, (4) symptomatic illness, (5) fearfulness, (6) anxiety, and (7) intense anger. The authors stated that the events in and around the divorce determined how well the child adjusted.

Kelly, Joan B., and Wallerstein, Judith S., "The Effects of Parental Divorce: Experiences of the Child in Later Latency," American Journal of Orthopsychiatry, April, 1976b, 46:256-269.

The second part of the clinical study by Kelly and Wallerstein was conducted to find out what the effects of divorce had upon the child in later latency. Thirty-one children, nine and ten years old from 18 families in a suburb of northern California, participated. The children were interviewed over a six week period in four to six counseling sessions at the Community Mental Health Center. Children in later latency differed from early latency in that they had a sense of poise and courage initially, whereas younger children were disorganized and stunned by their grief. The results of the interviews showed that children in the later latency stage displayed the following behaviors: (1) used organized activity and play to cover for disruptive feelings, (2) displayed intense anger, (3) had fears and phobias due to lack of needs being met, (4) had identity crises, (5) displayed loneliness, (6) had loyality conflicts, and (7) had symptomatic illnesses. In school, half of these students showed a decline in performance, had peer relationship problems, were inattentive, aggressive, bossy and devious.

Cantor, Dorothy W., "Divorce: A View from the Children," Journal of Divorce, Summer, 1979, 2:357-361.

A play written by a third grade boy was performed by a group of students which showed that children were very aware of the marital disharmony that existed before their parents' divorce. The responses made by the children in the play were consistent with responses found in research findings from Wallerstein and Kelly's (1976) study. The responses were: denial, anger, outrage, support seeking, abandonment, fear of needs forgotten, and feelings of powerlessness in family decisions. Cantor encouraged professionals dealing with separated couples to also use intervention techniques with their children as early as possible.

Munger, Richard, and Morse, William C., "When Divorce Rocks a Child's World," Educational Forum, May, 1979, 43:428-433.

The writers conducted a case study at an elementary school using an eleven year old middle class child from divorced parents. The study identified what type of emotional trauma the child experienced from parental divorce. The authors engaged in a long term observation of the child in an open classroom. It was concluded by the authors that the child showed behavioral patterns such as resentment, anger, guilt, fear of separation, loneliness, lethargy, and low concept, which were typical of a disturbed child of divorce. It was also noted that with an awareness and understanding of the problem, the teacher would be able to assist and help the child to adjust to the disruption of divorce and the need to seek professional psychological help would be lessened.

Hess, Robert D., and Camara, Kathleen A., "Post-Divorce Family Relationships as Mediating Factors in the Consequences of Divorce for Children," Journal of Social Issues, Fall, 1979, 35:79-95.

The way post-divorce and family relationships affected a child's behavior was the basis for this study by Hess and Camara. Two areas were studied: (1) social behavior and school behavior in divorced and intact families, and (2) the effect upon children of relationships among family members in both divorced and intact families. The study involved 16 divorced families and 16 intact families. Equal numbers of boys and girls were used, all of whom were fourth or fifth grade students from ages nine to eleven. Data were collected through the use of testing, behavioral checklists, and interviews. Hess and Camara discussed the results of the parent-child relationship and it's effect on student performance and behavior. (1) In divorced and intact families, when the relationships with the parents or one parent remained positive, the scores on stress and aggression were lower and social interaction and productivity were more positive. (2) When the relationships with one parent or both parents were poor, the scores on aggression and stress increased, and social interaction and productivity were more negative. The authors concluded that: (1) the divorce, itself, was not as great a concern as the kind of relationship which evolved between family members after the parental divorce.

"Families in Crisis: What Principals Say," editorial, National Elementary Principal, October, 1979, 59:82-83.

One hundred thirty-one principals, from 40 states and Canada, responded to the poll on "Schools and the Single Parent." Ninety-five percent contended that children showed behavioral and academic problems when their parents were going through divorce. Some of the behavioral changes according to the principals were: increased aggression, withdrawal, daydreaming, inattentiveness, listlessness, irritability, increased school nurse visits, absences and loss of interest in school work which affected academic performance. The author stated that due to these behavioral changes, the children could experience problems with peers, in the form of anxiety, depression and a demand for attention.

Doering, William G., "Is Life in a One-Parent Family Damaging to Children?: A Look at Both Sides," ERIC, 1980, ED 193-546.

The author studied divorce from two sides; divorce being destructive to the child and divorce not being destructive to the child. Research studies examined, which supported divorce as being destructive to the child, observed these behaviors: aggressiveness, crying, withdrawal, restlessness, sighing, inattentiveness, symptoms of sickness, uncreativity, lower achievement, higher rate of tardiness, absenteeism, truancy, suspension and dropouts. Results of the studies showing that divorce was not destructive to the child showed that: father absence had no effect on the child after the age of five, broken homes were not related to achievement, disrupted intact families were more harmful than living in a single-parent family, relationships in single-parent families between family members improved after the divorce, and children in single-parent families developed a greater sense of independence. Doering stated that more research needed to be performed with both viewpoints in mind. The author stated that more findings had been presented which supported the viewpoint that divorce was destructive to the child.

Brown, Frank B., "A Study of the School Needs of Children from One-Parent Families," Phi Delta Kappan, April, 1980, 61:537-540.

Eighteen items that measured school performance were identified by the Kettering Foundation and the NAESP and were used in a study of children from one-parent as compared to two-parent families. The study was conducted with 26 schools for the first semester of the school year (1979-1980). The results of the study from the elementary schools participating in the study showed differences in achievement, tardiness, truancy, discipline problems and suspensions between students from divorced and intact families. The students from one-parent homes showed excessive tardiness. Children from one-parent homes showed an increase in discipline problems. Twice as many suspensions were incurred by children from one-parent homes. Students from one-parent homes accounted for fifty-six percent of the truancies as compared to students coming from two-parent homes. The achievement level for children from one-parent families was significantly lower than children from two-parent families. Brown concluded that teachers needed to identify children from one-parent homes and be aware of their needs and that the curriculum must accommodate the needs of these children.

NAESP Staff Report, "One-Parent Families and Their Children: The School's Most Significant Minority," Principal, September, 1980, 60:31-37.

Because of the alarming numbers of single-parent families, the majority of which were from divorce, the NAESP and the Kettering Foundation's Institute for the Development of Educational Activities, conducted a study of school needs of children from one-parent homes. This study was the first of a three year longitudinal study. There were 26 elementary and secondary schools from 14 states used in the study. (The results reported here were taken from the elementary school portion.) The schools were surveyed at the beginning of each semester of the 1979-1980 school year. More than 18,000 students participated. Information was gathered from student files rather than individual interviews. Data were charted and organized by use of bar graphs. The findings revealed that: (1) as a group, students from one-parent homes showed lower achievement and had more discipline problems than students from two-parent homes, and (2) students from one-parent families showed higher percentages in tardiness, nurse visitations, suspensions, truancies, and absenteeisms. The study revealed that some children of divorce are at risk and need extra help from the school.

Riley, Barb, "Education and the Children of One-Parent Families: Background Paper," ERIC, August, 1981, ED 222-838.

Riley, through research studies, provided educators with information concerning what the effects of living in a one-parent family had on the personality, behavior, and achievement of the child. The author drew on the studies of Kelly and Wallerstein (1979), NAESP (1980) and Brown (1980). Kelly and Wallerstein concluded that elementary children showed behavioral changes such as: daydreaming, concentration problems, and sadness. The NAESP (1980) study reported that achievement levels for students from one-parent families were lower than for intact families. Brown (1980) concluded that children from one-parent families were tardy, truant and suspended more often than children from intact families. Riley identified teachers as stable figures, capable of giving reinforcement to the child undergoing the disruption of divorce. The author also stressed that educators should be concerned about effects of divorce on children since it appeared that divorce did affect the child's behaviors and achievement.

## TEACHER'S ROLE IN MEETING THE NEEDS OF THE CHILDREN OF DIVORCE
## TEACHER ATTITUDES AND PERCEPTIONS

Touliatos, John, and Lindholm, Byron W., "Teachers' Perceptions of Behavior Problems in Children from Intact, Single-Parent and Stepparent Families," Psychology in the Schools, April, 1980, 17:264-269.

The authors tested two hypotheses in this study: (1) children from single-parent and reconstituted homes had more behavior problems than children from intact homes, and (2) that demographic variables related to behavior problems had a greater influence on the children from single-parent families than intact families. To test these hypotheses, 3,644 white children, K-8th grade, from Houston, Texas were rated by teachers on the Quay's Behavior Problem Checklist. Background information for each child was given by the teacher concerning variables of age, sex and social class. The results indicated that in comparison to intact families, children living with only their mothers had more problems in all the variables; children living with only their fathers had more problems in socialized delinquency; children living with their mothers and stepfathers had more conduct problems and socialized delinquency; children living with their fathers and stepmothers had more conduct problems. The effects of social class, sex and grade in school also increased for children from broken homes in comparison to children from intact families. The study revealed an increase in behavioral problems for children from broken homes in comparison to intact homes.

Santrock, John W., and Tracy, Russel L., "Effects of Children's Family Structure Status on the Development of Stereotypes by Teachers," Journal of Educational Psychology, October, 1978, 70:754-757.

This study was conducted to prove that teacher ratings of children indicated a stereotype by the teacher revealing negative expectations for children from divorced parents and positive expectations for children from intact parents. The subjects were 30 teachers from the University of Texas who were asked to evaluate the effects of divorce by looking at the behavior of a normal eight year old boy on video tape for 20 minutes. Some of the subjects were told the child was from an intact home and some were told the child was from a divorced home. After viewing the child, the subjects rated the child on personality tests using the Personality Trait Rating Scale and Predicted Behavior in School. The results of the study showed that the teachers who were told that the child was from a divorced home rated that child more negatively in the areas of: happiness, emotional adjustment and coped with stress. The teachers who were told the child was from an intact family, rated the child more positively concerning the same traits. The results suggested that teachers tend to rate children from divorced homes more negatively than children from intact homes.

Levine, Elinor R., "What Teachers Expect of Children from Single-Parent Families," March, 1982, ERIC, ED 219-692.

Some parents contended that their children suffered discrimination through teachers' attitudes and school policies. Based on that assumption, Levine, in this study, examined the psychosocial and academic expectations for children from single-parent and intact families. One hundred teachers plus 102 parents completed the same questionnaire: (1) 20 comparison scale items, and (2) 10 demographic questions. The items were rated on a five-point scale. The results showed that the teacher had lower expectations for the children living in single-parent homes. The parents also perceived that the teachers had lower expectations. The findings suggested that a teacher's negative expectations may affect the performance of students from single-parent families. The author stated that teacher expectations determine the learning experiences for a child.

## TIPS AND GUIDELINES

Hammond, Janice M., "Children, Divorce and You," Learning, February, 1981, 9:83-89.

In order to lessen the negative impact of divorce upon children, Hammond stated that the teacher should be patient, understanding and supportive. Hammond provided several guide lines to help teachers create a positive environment for the children of divorce. (1) Teachers should not expect that children who have divorced parents are doomed for failure. (2) Teachers should not use negative sounding terms and should avoid family stereotypes. (3) The teacher should be a good listener. (4) Units about the family should be taught in Social Studies. (5) Books about divorce should be made available for the children. (6) The teacher should maintain a good teacher/parent network. (7) The teacher should know about the custodial arrangement for the child. (8) The non-custodial parent should be aware of conferences, events and functions for the child. Hammond concluded that there are more and more children each year who become victims of divorce. "Teachers can't lessen the numbers, but they can take steps to decrease the negative impact on children." (83).

Palker, Patricia, "How to Deal with the Single-Parent Child in the Classroom," Teacher, September, 1980, 98:50-54.

Palker, an educational specialist, concluded through discussions with researchers and teachers that children from one-parent families had two needs: (1) teachers that recognize even though these children do not come from a traditional family, they are still families, and (2) teachers that are aware of the signs of stress for the child of divorce and know how to assist the child. Palker provided nine guidelines for the teacher in the classroom to assist the one-parent child: (1) not to assume all children have two parents, (2) be alert to behavioral changes, (3) be patient and listen, (4) arrange conferences and activities so that parents can participate in order to maintain parental interest, (5) encourage parents to attend discussion groups, (6) suggest books on divorce for parents and children to read, (7) approach the school counselor about discussion groups for children of divorce, and (9) encourage depressed children of divorce to get involved in after-school activities.

Damon, Parker, "When the Family Comes Apart: What Schools Can Do," National Elementary Principal, October, 1979, 59:66-75.

Damon stressed that increased numbers of children were enduring the stress of divorce in our schools today and were in a position of "extreme risk". According to the writer, teachers needed to respond to the needs of these children by being supportive and understanding. To aid the teacher, Damon offered ten tips: (1) understand your own feelings about divorce, (2) watch for unusual behavior and personality changes, (3) communicate with parents and develop a good rapport, (4) set aside discussion time to talk about divorce with the child, (5) inquire about custody rights and visitation privileges for the child, (6) note any physical changes in the child, (7) be a good listener, (8) provide opportunities for the child to feel good about himself/herself, (9) share aspects of own life to let the child know you are real, and (10) understand that life may be different for each child from a disrupted family.

Campbell, Lloyd P., and Miller, Karen, "Children From Divorced Homes: The Message for Classroom Teachers," American Secondary Education, Summer, 1982, 12:25-26.

The authors stressed that the teacher was a strong support and comfort figure for the troubled child. Several tips were suggested for the teacher: (1) that teachers must be knowledgeable and aware of changes in behavior in the child of divorce, (2) that the teacher demonstrates understanding and empathy toward the child of divorce, and (3) that the teacher knows when to refer a child of divorce to the counselor. The writers concluded that children of divorce deserve desirable learning conditions.

## ACTIVITIES AND TECHNIQUES

Drake, Ellen A., "Helping the School Cope with Children of Divorce," Journal of Divorce, Fall, 1979, 3:69-75.

Research conducted on the impact of divorce upon school-aged children has identified these children as a "population at risk". According to Drake, in studies made by Kelly and Wallerstein (1977), divorce was found to be stressful for children and required some degree of emotional readjustment. Drake stated that the school was a "natural environment" for the child to receive help while going through this readjustment phase of divorce. The author also stated that children of divorce manifested problems at school which were not noticeable to parents at home. Therefore, educators needed to watch out for special stress signs and problems in those children. To assist the children of divorce, Drake suggested that teachers should use appropriate interventions to help the child relieve short term effects. In planning interventions, Drake cited the assessment plan by Kelly and Wallerstein (1977) for helping the teacher develop appropriate interventions: (1) a summary of developmental achievements of the child, (2) an understanding of how the child feels about the divroce and separation of the parents, and (3) evaluations of available support systems for the child. Drake concluded that the divorce process was more crucial than the divorce itself, thus, intervention for the child should begin as soon as possible.

Whitfield, Edie L., and Freeland, Kent, "Divorce and Children: What Teachers Can Do," Childhood Education, November-December, 1981, 58:88-89.

The writers stated that the teacher in society today must be very aware of the effects that divorce have upon the child and be able to help the child through the adjustment stage. Whitfield and Freeland contended that two goals were important: (1) for the child to understand the different family life-styles of today, and (2) to develop a good self-concept. To accomplish these goals, the writers suggested activities such as: (1) units of study and bulletin board displays about the many kinds of families (2) literature on life-styles, (3) activities that relate to family rather than mother and father, (4) careful use of words so as to relate to each child's unique family structure, (5) role-playing to develop self-concept, (6) use of television for learning about life-styles, (7) creative writing for expressing feelings, and (8) use of student reports about divorce in today's society.

## TEACHER-PARENT RELATIONSHIP

Fuller, Mary Lou, "Teachers' Perceptions of Parents from Intact and Single-Parent Families," Educational Horizons, Spring, 1984, 62:94-95.

Fuller, a professor of education at the University of North Dakota, contended that educators needed to have a better understanding of the American family. This study was made to see how teachers perceived school behaviors and attitudes of parents from intact and single-families. One hundred seventeen teachers took part in completing a questionnaire made out by a parent involvement group. The questions related to: school related parent activities, parent interaction with school, and parent contact with school. The results showed that in all areas teachers perceived that parents from intact homes were more involved and interested in all areas of school interaction. The study indicated that teachers understood the traditional family better than single-parent families. The teacher, according to Fuller, needed to have a better understanding of the single-parent parent family in our society today.

Skeen, Patsy, and McKenry, Patrick C., "The Teacher's Role in Facilitating a Child's Adjustment to Divorce," Young Children, July, 1980, 35:3-12.

A paper presented at the 1978 National Association for the Education of Young Children Annual Conference, was the basis for information extracted by Skeen and McKenry that they presented to help enable the teacher to be a support for children and parents of divorce. Skeen and McKenry suggested ways for helping children of divorce through classroom techniques, working with parents, and working with counselors. In the classroom, teachers must be alert to behavioral variations, make a plan to meet individual needs, provide opportunities for children to express feelings, help children to understand cognitively the aspects of the divorce, and keep a stable environment at all times. In working with parents, teachers should: (1) engage in positive and supportive communication with parents, (2) help the parent and child to understand their feelings about the divorce, (3) provide books concerning divorce, (4) encourage good relationships among family members, even though parents are separating, and (5) use correct verbage on letters to parents that are divorced. In working with counselors, teachers should not assume the role of a counselor, but refer parents to counselors, and work with the counselor, assisting when possible.

## SUMMARY

Flosi, Hrymak and Smart presented similar phases or stages of the divorce process which affected parents' attitudes and behaviors. The feelings that were experienced in the phases included denial, anger, depression, and revenge within the parents. Flosi stressed that as the parents reacted to the phases of divorce, the children, as well, reacted with similar feelings of anger, guilt, insecurity, anxiety and sadness.

Along with the trauma created from the phases of divorce, the children of divorce experienced many changes in life-style due to the alteration of the family structure. Francke et al., Hetherington, and Allers (1982-83) presented problems that were commonly found during the changes in family life-style caused by divorce. It was found that the major problems centered around economic changes and parent-child relationships. Allers (1982-83) stated that problems children of divorce experienced were seldom centered around the divorce itself, but rather around the experiences surrounding the divorce.

Hetherington contended that it was better for a child to live in a stable home in which parents were divorced than in an intact home ridden with conflict. According to Hetherington, divorce became a positive solution for children who were in conflict ridden homes.

The research projects conducted, studying the impact of divorce upon children's self-concepts, were very contradictory. Berg and Kelly, Hammond, and Raschke and Raschke showed that there

were very little or no differences between the self-concepts of children from divorced families compared to children from intact families. Raschke and Raschke and Berg and Kelly concluded that children living in intact families, disrupted with conflict, showed low self-concept. Berg and Kelly proposed that family interactions before divorce were of major importance to self-concept.

Parish, in his study with Dostal, and in a follow-up study by himself, supported the Lifshitz model. In both studies, self-concepts of the children participating were strongly correlated with ratings the children gave their real mothers, regardless of the family structure. Low levels of self-concept were reported when related to the ratings given to their real fathers after the divorce, than levels reported from children from intact families. Parish and Dostal also found that the self-concepts children from reconstituted families gave themselves were strongly correlated to their real mothers and stepfathers. This was probably due to the desire, on the part of the child, for stability at home.

Parish and Nunn found significant correlations between children's self-concepts and evaluations of their parents when those children came from unhappy and/or divorced homes. It was concluded that perhaps the unstable home contributed to a lowered self-concept because of the unfulfilled needs of the children.

There were a variety of studies conducted concerning the impact of divorce on children in the areas of behavior and academic achievement. Luepnitz found that at some stage of the divorce, eighty-three percent of the children participating in her study

experienced stress. To manage their stress, children used various coping techniques. Luepnitz was interested in whether the divorce itself or the marital conflict caused stress in the children. Allers (1980) identified signs of stress in children of divorce such as absentmindedness, weariness, withdrawal, and nervousness and was concerned that stress affected the children's behavior and ability to perform in the classroom.

Kelly and Wallerstein (1979), in their behavior study of children of divorce, found that the most common feelings were loneliness, anxiety, fears of abandonment, anger, stress, and guilt. The results of the study suggested that the way children reacted was dependent upon the developmental stage of each child, amount of conflict among family members, and the child's personality. There were no simple guidelines for recognizing the student's reactions to divorce in the classroom.

According to Kelly and Wallerstein (1976a), behaviors manifested in the young children of early latency were sadness, fear, anger, and feelings of deprivation. In the older children, Kelly and Wallerstein (1976b) noted that behaviors shown were anger, fears, identity crises, loneliness, and loyalty conflicts. In one-half of these students, teachers also found similar behaviors in the classroom. In comparing the two groups, Kelly and Wallerstein(1976b) stated that older children tried to disguise their feelings by showing poise and courage while younger children were disorganized and stunned by grief.

Cantor, through a play written by a third grade child of divorce, found that the responses of the children performing the

play were common to the behavior traits discussed in the study by Kelly and Wallerstein (1976a).

Munger observed, through his case study, that there were common behavior patterns noted, similar to other studies. The behavior patterns were typical of a disturbed child of divorce.

Hess and Camara found from the study on behaviors and family relationships that positive relationships between parents and their offspring brought about positive behavior and productivity for their children.

Several studies were performed that were related to the impact of divorce on children's school behaviors and academic performance. Results from Brown and the NAESP Report found that in children from divorced families as compared to intact families, the children from divorced families showed lower achievement levels, increased discipline problems, truancies, suspensions, absences, and tardiness. "Families in Crisis: What Principals Say," and the NAESP Report found increased school nurse visits. Doering indicated that there were more studies conducted to support the idea that divorce was destructive to the child as compared to the idea that divorce was not destructive to the child. Riley, after researching what the effects of living in a one-parent family had on the personality, behavior and achievement of the child, concluded that it appeared divorce did affect these areas. Hammond (1979) found that in a normal school setting, there were no differences in academic achievement between children of divorce and children from intact families.

Several studies were carried out to examine teachers' perceptions of children of divorce. Touliatos and Lindholm concluded that teachers perceived that children from broken homes had more behavioral problems than children from intact families. In the study by Santrock and Tracy, teachers, who were told that the child they were observing was from a divorced home, rated that child more negatively on personality tests. Levine's research showed that teachers had lower expectations for children living in single-parent homes.

Several authorities suggested guidelines to help the teacher meet the special needs of children of divorce in the classroom. Hammond (1981) stated that the teacher should not expect that children who have divorced parents are doomed for failure, should not use negative sounding terms, and should avoid family stereotypes. It was suggested by Palker and Damon that the teacher needed to be aware of signs of stress and behavioral changes. Damon recommended that the teacher be a good listener, develop a good self-concept in the student, and understand that the life-style may be different for each child of divorce.

Campbell and Miller contended that the teacher served as a strong support and comfort figure for the troubled child. According to the writers, the teacher needed to understand the children of divorce in order to provide desirable learning conditions.

In assisting the children of divorce, activities and techniques were suggested by several writers. Drake suggested the use

of intervention techniques to relieve the children of short-term effects of divorce. The assessment plan by Kelly and Wallerstein was suggested by Drake to aid the teacher in the development of the proper interventions. Whitfield and Freeland recommended that, in order for the children of divorce to understand various family life-styles and to develop a good self-concept, activities such as the following could be used along with the curriculum: bulletin boards, displays on family life-style, student reports, creative writing, role-playing and discussion groups. Palker, Hammond (1981), and Whitfield and Freeland suggested the use of bibliotherapy for children of divorce (See Appendix). Hammond (1981) and Whitfield and Freeland suggested units about the family to be used with the social studies program.

Fuller's study concluded that teachers perceived school behaviors and attitudes of parents of intact families as being more involved and interested in all aspects of the school as compared to divorced parents.

Tips for developing good communication with divorced parents were suggested by several writers. Palker, Damon, and Hammond (1981) suggested that it was important to know about custodial and non-custodial arrangements in order to notify parents of conferences and events. Palker felt it was important to encourage parents to attend discussion groups. Palker and Skeen and McKenry suggested that books and resources be available to divorced parents. Skeen and McKenry recommended using correct verbage on letters to

divorced parents and encouraged good relationships among family members.

## CONCLUSIONS

The results from the studies on self-concept produced divergent results. However, the studies performed by Parish and Parish and Dostal showed evidence that children's self-concepts were favorably related to their custodial parent and less favorably related to their non-custodial parent. One could conclude that if the child's self-concept was lower in relation to the non-custodial parent, the child could develop negative behaviors. Therefore, teachers should be concerned about lowered self-concepts because of the corresponding negative behaviors and the special needs that these behaviors could create in the classroom.

From the overall studies on behaviors and academic achievement, one could conclude that some children of divorce exhibit inappropriate behaviors in the classroom. In the studies conducted concerning behavior patterns from children of divorce, Kelly and Wallerstein(1976a) concluded that, although the experience relating to each child differed, common characteristics remained for the group. Among the elementary students participating in Kelly and Wallerstein's studies, (1976a,b, and 1979), similar classroom behaviors from each study were noted: loneliness, fear, anger, sadness, symptomatic illness, and anxiety.

The material reviewed, that related to the impact of divorce

in children's school behaviors and academic achievement, produced differing conclusions. The majority of the information, however, concluded that there were more inappropriate school behaviors and lower achievement levels in students from divorced families as compared to intact families (Brown, NAESP Report, Riley, Doering, "Families in Crisis: What Principals Say"). These children are at risk and may require extra help in the classroom.

It could be concluded from the studies of teachers' perceptions of children from divorced parents, that teachers' expectations were lower for children of divorced parents than from intact homes. Levine stated that teacher expectations affected learning experiences, therfore positive expectations for the child were vital. Hammond (1981) stressed that it was important that the teacher not assume that divorce always caused behavior and academic problems and that children from divorced homes had social adjustment problems. While it remained true that divorce caused stress and had negative implications for some children (Luepnitz and Allers, 1980), the teacher should remember that divorce possibly was a positive release for children who were victims of an intact family plagued with many conflicts (Hetherington). In order to lessen the negative impact of divorce on the child, Hammond (1981) determined that the teacher should be an understanding, positive, and supportive figure.

There were tips, guidelines, activities and techniques offered by several writers for creating a positive environment and a shortened adjustment period for the children of divorce. These aids could be used within the confines of the classroom and integrated

into the curriculum (Whitfield and Freeland).

Fuller's study revealed that teachers needed to have a better understanding of the single-parent family to more effectively meet the needs of the student. It could be concluded from literature that teachers should maintain a positive attitude toward divorced parents in order to establish a good healthy working parent-teacher relationship.

## RECOMMENDATIONS

It is recommended that:

1. Inservices and workshop sessions concerning children of divorce should be made available to teachers.
2. More research and studies should be conducted on the impact of divorce upon children.
3. All the children in the classroom should be involved in the understanding and acceptance of the various family life-styles.
4. Teachers should carefully assess their views and feelings about divorce before attempting to assist these students in their classroom.
5. School personnel should carefully review the curriculum to insure that all family life-styles are represented.

BIBLIOGRAPHY

Allers, Robert D., "Helping Children Understand Divorce," Today's Education, November-December, 1980, 69:26GE-29GE. (2,13,27,32)

Allers, Robert D., "Children from Single-Parent Homes," Today's Education, 1982-83 Annual, 71:68-70. (1,4,5,6,8,25)

Berg, Berthold, and Kelly, Robert, "The Measured Self-Esteem of Children from Broken, Rejected and Accepted Families," Journal of Divorce, Summer, 1979, 2:363-369. (10,25,26)

Bourne, Lyle, and Ekstrand, Bruce. Psychology: It's Principles and Meanings. New York: Holt, Rinehart and Winston, 1979. (5)

Brown, Frank B., "A Study of the School Needs of Children from One-Parent Families," Phi Delta Kappan, April, 1980, 61:537-540. (6,18,28,32)

Campbell, Lloyd P., and Miller, Karen, "Children From Divorced Homes: The Message for Classroom Teachers," American Secondary Education, Summer, 1982, 12:25-26. (22,29)

Cantor, Dorothy W., "Divorce: A View from the Children," Journal of Divorce, Summer, 1979, 2:357-361. (15,27)

Cook, Alicia S., and McBride, Jean, "Divorce: Helping Children Cope," The School Counselor, November, 1982,30:89-94. (2)

Craver, Kathleen, "Breaking Up Is Hard to Do," The School Counselor, March, 1983, 30:315-319. (40)

Damon, Parker, "When the Family Comes Apart: What Schools Can Do," National Elementary Principal, October, 1979, 59:66-75. (22,29)

Doering, William G., "Is Life in a One-Parent Family Damaging to Children?: A Look at Both Sides," ERIC, 1980, ED 193-546. (17,28,32)

Drake, Ellen A., "Helping the School Cope With Children of Divorce," Journal of Divorce, Fall, 1979, 3:69-75. (23,29)

"Families in Crisis: What Principals Say," editorial, National Elementary Principal, October, 1979, 59:82-83. (17,28,32)

Flosi, James V., "Ministry to Tangled Lives," Momentum, October, 1980, 11:30-33. (7,25)

Francke, Linda Bird, et al., "The Children of Divorce," Newsweek, February 11, 1980, 95:58-63. (1,8,25)

Fuller, Mary Lou, "Teachers' Perceptions of Parents from Intact and Single-Parent Families," Educational Horizons, Spring, 1984, 62:94-95. (24,30,33)

Good, Carter U. Dictionary of Education. New York: McGraw-Hill Book Company, 1973. (5,6)

Gough, Pauline, "The Prevalence of Divorce Brings New Responsibilities to U.S. Teachers," Phi Delta Kappan, April. 1980, 61:540. (2)

Hammond, Janice M., "Children of Divorce: A Study of Self-Concept, Academic Achievement, and Attitudes," The Elementary School Journal, November, 1979, 80:55-61. (10,25,28)

Hammond, Janice M., "Children, Divorce and You," Learning, February, 1981, 9:83-89. (21,29,30,32)

Hess, Robert D., and Camara, Kathleen A., "Post-Divorce Family Relationships as Mediating Factors in the Consequences of Divorce for Children," Journal of Social Issues, Fall, 1979, 35:79-95. (16,28)

Hetherington, Mavis E., "Divorce: A Child's Perspective," American Psychologist, October, 1979, 34:851-857. (4,9,25,32)

Hrymak, Marilyn J., and Smart, Laura S., "Helping Elementary Teachers Understand Children and Divorce," Illinois Teacher, March/April, 1984, 27:135-137. (7,25)

Kelly, Joan B., and Wallerstein, Judith S., "The Effects of Parental Divorce: Experiences of the Child in Early Latency," American Journal of Orthopsychiatry, Janauary, 1976a, 46:20-32. (14,27,31)

Kelly, Joan B., and Wallerstein, Judith S., "The Effects of Parental Divorce: Experiences of the Child in Later Latency," American Journal of Orthopsychiatry, April, 1976b, 46:256-269. (15,27,31)

Kelly, Joan B., and Wallerstein, Judith S., "Children of Divorce," National Elementary Principal, October, 1979, 59:51-58. (14,27,31)

Levine, Elinor R., "What Teachers Expect of Children from Single-Parent Families," March, 1982, ERIC, ED 219-692. (20,29,32)

Luepnitz, Deborah A., "Which Aspects of Divorce Affect Children?" The Family Coordinator, January, 1979, 28:79-85. (5,13,26,27,32)

Munger, Richard, and Morse, William C., "When Divorce Rocks a Child's World," Educational Forum, May, 1979, 43:428-433. (16,28)

NAESP Staff Report, "One-Parent Families and Their Children: The School's Most Significant Minority," Principal, September, 1980, 60:31-37. (5,18,28,32)

Ourth, John, and Zakariya, Sally Banks, "The School and the Single-Parent Student: What Schools Can Do to Help," Principal, September, 1982, 62:25-38. (1)

Palker, Patricia, "How to Deal With the Single-Parent Child in the Classroom," Teacher, September, 1980, 98:50-54. (21,29,30)

Parish, Thomas S., "Concordance of Children's Descriptions of Themselves and Their Parents as a Function of Intact Versus Divorced Families," The Journal of Psychology, March, 1981, 107:199-201. (12,26,31)

Parish, Thomas S., and Dostal, Judy W., "Relationships Between Evaluations of Self and Parents by Children From Intact and Divorced Families," The Journal of Psychology, January, 1980, 104:35-38. (5,11,26,31)

Parish, Thomas S., and Nunn, Gerald D., "Children's Self-Concepts and Evaluations of Parents as a Function of Family Structure and Process," The Journal of Psychology, June, 1981, 107:105-108. (5,12,26)

Raschke, Helen J., and Raschke, Vernon J., "Family Conflict and Children's Self-Concepts: A Comparison of Intact and Single-Parent Families," Journal of Marriage and the Family, May, 1979, 42:367-373. (5,11,25,26)

Riley, Barb, "Education and the Children of One-Parent Families: Background Paper," ERIC, August, 1981, ED 222-838. (19,28,32)

Santrock, John W., and Tracy, Russel L., "Effects of Children's Family Structure Status on the Development of Stereotypes by Teachers," Journal of Educational Psychology, October, 1978, 70:754-757. (20,29)

Skeen, Patsy, and McKenry, Patrick C., "The Teacher's Role in Facilitating a Child's Adjustment to Divorce," Young Children, July, 1980, 35:3-12. (1,3,4,24,30,39)

Touliatos, John, and Lindholm, Byron W., "Teachers' Perceptions of Behavior Problems in Children from Intact, Single-Parent, and Step-Parent Families," Psychology in the Schools, April, 1980, 17:264-269. (19,29)

Whitfield, Edie L., and Freeland, Kent, "Divorce and Children: What Teachers Can Do," Childhood Education, November-December, 1981, 58:88-89. (1,23,30,32)

# APPENDIX

## Bibliotherapy

(from: "The Teacher's Role in Facilitating a Child's Adjustment to Divorce," Young Children, by Patsy Skeen and Patrick C. McKenry)

### Books for Children
### Picture Books


Adams, F. Mushy Eggs. New York: C.P. Putnam's Sons, 1973.

Caines, J. Daddy. New York: Harper & Row, 1977.

Kindred, W. Lucky Wilma. New York: Dial Press, 1973.

Lexau, J. Emily and the Klunky Baby and the Next-Door Dog. New York: Dial Press, 1972.

Lexau, J. Me Day. New York: Dial Press, 1971.

Perry, P., and Lynch, M. Mommy and Daddy Are Divorced. New York: Dial Press, 1978.

Stein, S.B. On Divorce. New York: Walker & Co., 1979.


### Elementary and Middle School


Alexander, A. To Live a Lie. West Hanover, Mass.: McClelland & Stewart, 1975.

Bach, A. A Father Every Few Years. New York: Harper & Row, 1977.

Blue, R. A Month of Sundays. New York: Franklin Watts, 1972.

Blume, J. It's Not the End of the World. New York: Bradbury Press, 1972.

Corcoran, B. Hey, That's My Soul You're Stomping On. New York: Atheneum, 1978.

Donovan, J. I'll Get There. It Better Be Worth the Trip. New York: Harper & Row, 1969.

Duncan, L. A Gift of Magic. Boston: Little, Brown & Co., 1971.

Fox, P. Blowfish Live in the Sea. Scarsdale, N.Y.: Bradbury Press, 1970.

Gardner, R. The Boys and Girls Book about Divorce. New York: Bantam Books, 1977.

# STUDENT QUALIFICATIONS

Elaine M. Neely
1405 East Altgeld Street
South Bend, Indiana 46614

I. Education Background

High School Diploma - 1955
Greene Public Schools
Greene, Iowa

B.A. Degree (Elementary Education, Emphasis in Reading), 1975
Buena Vista College
Storm Lake, Iowa

Graduate Student (Elementary Education), 1980 - Present
Indiana University of South Bend

II. Teaching Experience

1977-1979 (Substitute Teacher)
South Bend Community School Corporation

1979-1981 First grade, Coquillard Elementary
South Bend Community School Corporation

1981 - Present Seventh grade Reading, Jackson Middle
South Bend Community School Corporation

III. Rationale

Divorce has become a social problem in our society today. Children are entering my classroom from the elementary schools who are affected by parental divorce. I, as a classroom teacher, feel the need to become more aware and knowledgeable as to how I can effectively assist those children in my room whose abilities may have been affected by the stress of parental divorce.

Goff, B. Where is Daddy? Boston: Beacon Press, 1969.

Greene, C. A Girl Called Al. New York: Viking Press, 1969.

Hoban, L. I Met a Traveller. New York: Harper & Row, 1977.

Johnson, A., and Johnson, E. The Grizzly. New York: Harper & Row, 1964.

Klein, N. Taking Sides. New York: Pantheon Books, 1974.

LeShan, E. What's Going to Happen to Me? When Parents Separate or Divorce. New York: Four Winds Press, 1978.

Nahn, P. My Dad Lives in a Downtown Motel. Garden City, N.J.: Doubleday, 1973.

Mazer, H. Guy Lenny. New York: Delacorte Press, 1971.

Mazer, N. I, Trissy. New York: Dell Publishing Co., 1971.

Newfield, M. A Book for Jodan. New York: Atheneum, 1975.

Rogers, H. Morris and His Brave Lion. New York: McGraw-Hill, 1975.

Simon, N. All Kinds of Families. Chicago: Whitman, 1976.

Steptoe, J. My Special Best Words. New York: Viking Press, 1974.

Stolz, M. Leap Before You Look. New York: Harper & Row, 1972.

Talbot, C. The Great Rat Island Adventure. New York: Atheneum, 1977.

Walker, M. A Piece of the World. New York: Atheneum, 1972.

(from: "Breaking Up is Hard to Do", The School Counselor, Kathleen W. Craver)

Nonfiction

Boeckman, Charles. Surviving Your Parents' Divorce, New York: Watts, 1980. Gr 6-9

Hyde. Margaret Oldroyd. My Friend Has Four Parents, New York: McGraw-Hill, 1981. Gr 4-7

Rofes, Eric E. (Ed.). The Kids' Book of Divorce by, for and about Kids, Lexington, Mass.: Lewis, 1981. Gr 5-8

Fiction

Abercrombie, Barbara. Cat-Man's Daughter, New York: Harper, 1981. Gr 6-9

Ames, Mildred. What Are Friends For?, New York: Scribner, 1978. Gr 5-7

Ashley, Bernard. Break in the Sun, Illustrated by Charle Keeping. New York: S.G. Philips, 1980. Gr 6-8

Buchan, Stuart. When We Lived with Pete, New York: Scribner, 1978. Gr 6-8

Colman, Hila. What's the Matter with the Dobsons?, New York: Crown, 1980. Gr 6-8

Farley, Carol. Ms. Isabelle Cornell, Herself, New York: Atheneum, 1980. Gr 5-7

Gerson, Connie. How I Put My Mother through College, New York: Atheneum, 1981. Gr 6-8

Klein, Norma. Mom, the Wolf Man and Me, New York: Pantheon, 1972. Gr 6-9

Klein, Norma. What's It All About, New York: Dial, 1975. Gr 6-8

Levine, Betty K. The Great Burgerland Disaster, New York: Atheneum, 1981. Gr 6-9

Okimoto, Jean Davies. My Mother Is Not Married to My Father, New York: Putnam, 1979. Gr 4-6

Park, Barbara. Don't Make Me Smile, New York: Knopf, 1981. Gr 5-7

Pevsner, Stella. A Smart Kid like You. New York: Seabury, 1974. Gr 4-8

Platt, Kin. Chloris and the Weirdos, Scarsdale, N.Y.: Bradbury, 1978. Gr 5-9

Stolz, Mary. Go and Catch a Flying Fish, New York: Harper, 1979. Gr 6-8

Terris, Susan. No Scarlet Ribbons, New York: Farrar, 1981. Gr 5-8